

# **Request for Applications**

for 2003-2006

## **CalServe Sustainable K-12 Service-Learning Partnerships**

Funded by the  
*Corporation for National and Community Service,  
Learn and Serve America*

**Due April 4, 2003**

CALIFORNIA DEPARTMENT OF EDUCATION  
CalServe Initiative  
Youth Education Partnerships Office

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## Critical Dates

RFA Released	March 5, 2003
Application Due Date	April 4, 2003
Application Review	March/April 2003
Interviews (Dates/locations to be announced)	April 2003
Anticipated Notice of Intent to Award	May 12, 2003
Appeal Period	May 12-May 28, 2003
Issue Grant Award Letters	August 2003
Expenditure Authority for Grant Begins	October 1, 2003

## Technical Assistance

Since the content of the Sustainable RFA is quite similar in many ways to the CalServe 03-06 Developmental RFA, you may want to view the Developmental RFA Webcast to obtain additional information about completing your grant application. A Webcast information session on the CalServe 03-06 Developmental RFA was conducted on December 13, 2002. A link to the archived version of this Webcast is available on CalServe's Web site at <http://www.cde.ca.gov/calserve>.

You may also visit the CalServe Web site or contact the CalServe consultants for additional assistance: Mike Brugh at (916) 319-0543 or [mbrugh@cde.ca.gov](mailto:mbrugh@cde.ca.gov); Carol Ginzburg at (916) 319-0540 or [cginzburg@cde.ca.gov](mailto:cginzburg@cde.ca.gov), or Terry Shorey at (916) 319-0227 or [tshorey@cde.ca.gov](mailto:tshorey@cde.ca.gov).

## CalServe Overview

The California Department of Education (CDE) developed the CalServe Initiative in response to the National and Community Service Act of 1990, and has funded K-12 service-learning partnerships since the 1992-93 school year. Since 1993, the CDE has received approximately \$2 million each year from the Corporation for National and Community Service (CNCS), Learn and Serve America (LSA) and has sub-granted funds to school-community service-learning partnerships. Grants are generally awarded in three-year cycles.

In 1999, California was chosen as one of five states to receive a W.K. Kellogg Foundation grant, *Learning In Deed*, an effort designed to institutionalize service-learning into the K-12 school infrastructure. Recently the report of this project, *Learning That Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities*, was issued and is full of valuable information for sustainable partnerships as they move towards full integration within their schools and communities. This publication is recommended for your use as a reference document as you prepare your application for sustainable grant funds. Copies of *Learning That Lasts* were sent to CalServe grantees in December and are also available for purchase from the Education Commission of the States, 700 Broadway, Suite 1200, Denver, CO 80203-3460, (303) 299-3600, or <http://www.ecs.org>.

CalServe partnerships provide opportunities for K-12 students to participate in quality service-learning experiences that address community needs and enhance academic learning. These grants support school-based service-learning efforts, which are defined by the National and Community Service Trust Act (NACSTA) of 1993.

### **The Federal Definition of Service-Learning**

The term "service-learning" means a method—

- (A) under which students or participants learn and develop through active participation in thoughtfully organized service that—
- (i) is conducted in and meets the needs of a community;
  - (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
  - (iii) helps foster civic responsibility; and
- (B) that—
- (i) is integrated into and enhances the [core] academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
  - (ii) provides structured time for the students or participants to reflect on the service experience.

—United States Code (annotated), Volume 10401-12700, Title 42, Section 12511, Chapter 23, 1995

Service-learning as defined by the NACSTA is a strategy for teaching the curriculum which engages students in active learning, utilizes higher-order critical thinking skills, incorporates time for reflection, and emphasizes the ethic of citizenship and active civic participation.

CalServe's funded programs are called partnerships because successful applicants must work collaboratively with local businesses and government, and community nonprofit and faith-based organizations, as well as with students, parents, and families.

A successful proposal will demonstrate an applicant's capacity for implementing high-quality activities that meet the federal definition of service-learning, above, include opportunities for youth civic engagement, and have strong community support and involvement (see **Appendix A, Student Demonstrations of the Key Elements of Service-Learning**, page 28).

The federal law and guidance also stipulate that funding priority be given to applicants whose programs:

- Involve participants in the design and operation of the program.
- Target populations that are in the greatest need of assistance.
- Provide opportunities for students of diverse ages, races, ethnic groups, genders, physical capabilities and economic backgrounds to serve together.
- Provide opportunities for students enrolled in private nonprofit schools (based upon the percentage of students enrolled in private nonprofit schools in your district(s)) to participate in service-learning and offer training in service-learning to the teachers of those students.

## **Emphasis on Academic Standards and Civic Engagement**

Since the beginning of the 2000-2003 CalServe funding cycle, there has been an increased emphasis on improving student academic performance and a call for greater student civic responsibility and engagement. While service-learning is a strategy with great promise for helping to achieve these goals, this potential can only be fulfilled through initiatives that demonstrate clear and intentional connections between service activities and academic content standards, and those that encourage active student participation in community life and decision-making. CalServe maintains its commitment to fund partnerships that have district and school site support, and that have the long-term intention of fully integrating service-learning into their teaching methodology and curriculum content. In this funding cycle we expect to see high-quality service-learning activities that are seamlessly woven into the academic curriculum, as well as initiatives that clearly address California's History/Social Science Standards and provide opportunities for student civic engagement and the development of civic skills,

knowledge, and dispositions. In keeping with these goals, students will conduct civic reflection, which is intended to address the gap between students' increased service activities and decreased participation in civic practices, such as voting and becoming involved in civic associations and groups, as they get older. In addition, CalServe's Sustainable Partnership grantees are expected to actively participate in National Days of Service and in Cesar Chavez Day of Service and Learning.

## **Goals for Implementing Service-Learning in California**

In 1996, the California Department of Education established goals for implementing service-learning in California:

- By the year 2000, 25 percent of California's school districts should offer all students at least one community service or service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve) for a minimum of three opportunities throughout their kindergarten through grade twelve education.
- By the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve).

Former State Superintendent of Public Instruction Delaine Eastin convened the Service-Learning Task Force and charged the members to think boldly about how service-learning can be infused into California schools. To achieve and surpass these goals, the Task Force developed its report to the Superintendent, *Service-Learning: Linking Classrooms and Communities* (1999), which contains eight major recommendations:

- Develop policies and plans to ensure that all students have academically meaningful, sequential, and sustained service-learning experiences throughout their schooling.
- Link service-learning to state and local standards, assessments, and accountability tools.
- Work collaboratively with community partners and national service providers, such as AmeriCorps and VISTA, to ensure that roles and responsibilities are clear, service is meaningful, and all partners are committed to success.
- Give youth a voice in their education by involving them fully in planning, implementing, and evaluating all service-learning activities.
- Establish a local service-learning advisory committee or include service-learning representatives from existing school and district advisory committees.
- Provide ongoing training and professional development for teachers, administrators, community partners, students, and family members so that everyone understands service-learning.
- Provide adequate funding, resources, and time to infuse service-learning fully in schools and communities.

*Service-Learning: Linking Classrooms and Communities*, the Report of the Superintendent's Service-Learning Task Force, is recommended as a key reference document for your use during the development of a CalServe proposal and is available on the CalServe Web site at [www.cde.ca.gov/calserve](http://www.cde.ca.gov/calserve) ; or you may contact the CalServe Office at (916) 319-0917 to request a copy.

## **Sustainability**

This funding opportunity is limited to currently-funded Developmental Partnerships. There are 19 Developmental Partnerships that will be completing the current funding cycle in September 2003 and now have an opportunity to apply for the next level, Sustainable Partnerships. The grant period begins on October 1, 2003 and ends on September 30, 2004. Sustainable Partnerships are eligible for a total of three years of funding beyond the developmental phase. Renewal is not automatic, but depends on a number of factors discussed later in this RFA.

Sustainable Partnership grants provide a Local Educational Agency (LEA) and its partners the opportunity to extend and deepen successful districtwide or consortia-wide service-learning models where students participate in activities that are important to the health of the community, become more actively engaged in civic life, and improve academic performance. It is expected that your efforts as a Developmental Partnership will have resulted in the achievement of, or substantial progress toward, implementing a districtwide (or, in the case of larger districts, the sub-part of a district the grant will address) service-learning initiative. During this period of state support, local initiatives are expected to become fully sustainable and an integral part of the district, with commensurate financial and programmatic support.

## **Partnership Configurations and Critical Partners**

In developing this application, the applicant is encouraged to continue to collaborate with parents/families, and other members of the local school community to ensure that the service-learning initiative is comprehensive, age-appropriate, and sensitive to cultural and community needs and interests.

### **Service-Learning Partnership Configurations**

CalServe's experience working with local service-learning partnerships has shown that some organizational styles and coordination strategies have been particularly effective. Below are suggestions for partnership design:

**Districtwide & Sub-District Models:** In an effort to advance service-learning within California's schools and communities, applicants should demonstrate a commitment to ultimately establishing a districtwide or sub-district (where a large district is divided into groups of schools) service-learning initiative to ensure that plans and policies are in place so that every student will engage in at least one service-learning experience during each grade span (K-5, 6-8, and 9-12) before graduating.

**Multi-District and Other LEA Consortium Models:** A group of two or more LEAs may want to form a consortium to collaboratively design and implement a service-learning initiative. This model will support two or more LEAs that believe they can more effectively sustain a service-learning initiative through sharing leadership, responsibilities and resources in a collaborative

effort. Each district should still be able to achieve its own vision and outcome indicators. Examples of these models might include multiple districts; a combination of feeder districts; a combination or group of schools or sub-districts within a district; and countywide district models. A county office of education could be a key LEA partner in any of these models.

## Critical Partners

Effective service-learning partnerships bring together a variety of organizations. Federal regulations require that partnerships include at least one public or private nonprofit community-based organization or for-profit business that has demonstrated expertise in meeting educational, environmental, public safety, health or other human needs within the community. This organization must have been in existence for at least one year prior to the date of the LEA application. The involvement of all partners should be built into the proposed budget and budget narrative. Suggested partners include:

- **National Streams of Service:** California is recognized as a pilot state linking LSA with the other two streams of service (AmeriCorps and Senior Corps) through the Unified State Plan. Where possible, applicants are encouraged to show evidence of existing partnership activities with other CNCS grantees (e.g., AmeriCorps, VISTA/AmeriCorps, Senior Corps) to support K-12 service-learning. Activities might include a plan for leveraging resources and expertise, joint professional development opportunities, coordinated staffing, and ongoing communication.
- **Institutions of Higher Education (IHEs):** Many K-12 service-learning partnerships across the state have recognized the benefit of involving IHEs in their efforts to enhance program quality and promote systemic change. Applicants should keep in mind that an IHE is able to use its Federal Work Study funding to support higher education student involvement in K-12 service-learning. Such applicants should clearly describe the role of IHEs throughout the application, and, if applicable, list matching contributions within the budget and budget narrative. IHEs may be involved in supporting K-12 service-learning in the following ways:
  - College/university undergraduate and graduate students may be engaged in community service activities that support a K-12 service-learning program.
  - Graduate students or faculty may serve as partners to provide expertise in the evaluation of the K-12 service-learning initiative.
  - IHEs may develop and provide pre-service and in-service staff development for teachers.
- **Community-Based Organizations (CBOs), Business and Faith-Based Organizations (FBOs):** California has always recognized the importance of including local businesses and community agencies in its service-learning partnerships. In line with national priorities, California is committed to broadening the service-learning arena of engagement to include new alliances with FBOs.
- **Adult Volunteers:** Consistent with current educational reform initiatives, parent/family and adult volunteers can offer significant assistance in implementing quality K-12 service-learning. Adult volunteers may support service-learning efforts as teacher aides, service-learning coordinator assistants, student supervisors, trainers, facilitators and mentors. Districts are encouraged to collaborate with the CNCS-sponsored Retired Senior Volunteer Program (RSVP) and Foster Grandparents. Participants from these programs can assist the classroom teacher and others as they provide service-learning opportunities for K-12 students. Their involvement might include locating service-learning opportunities, helping students to prepare for their service activity, tutoring students, and conducting community needs assessments.

- **County Offices of Education (COEs):** Often the COE is the primary source for training and technical assistance for school districts and educators. In these cases, a COE might assume a key role within a CalServe consortium by increasing a partnership's capacity to provide service-learning staff development opportunities, or by acting as a member of a consortium (e.g., of smaller districts or alternative education programs) for the purpose of combining resources.
- **Education Reform Efforts:** LEAs should examine high-priority curricular areas or other initiatives and promote the use of service-learning, where appropriate, to achieve existing goals and objectives (e.g. district reading and mathematics standards). In coordination with their community partners, LEAs are encouraged to build on existing school-community partnerships and to link with comprehensive reform and school improvement efforts taking place at the school sites. Such school reform initiatives might include:
  - After School programs
  - Healthy Start
  - Mentoring initiatives
  - No Child Left Behind Local Education Agency Plans
  - School-to-Career and business roundtables
  - Literacy programs
  - School Improvement plans
  - Safe and Drug-Free Schools
- **Other Potential Partners:**
  - Student service groups and volunteer programs
  - Media representatives
  - Public and private nonprofit schools
  - Volunteer agencies and networks
  - Local government and community groups.



# Funding Terms and Conditions

Starting in the 2003-2004 school year, the CDE expects to receive funding from CNCS / LSA in the amount of \$2.6 million each year for three years. Of that total amount, approximately \$1.1 million will be made available to support Sustainable Partnerships each year for the three-year grant cycle. Sustainable Partnership applicants may apply for funding up to the amount provided in their Developmental grant. The annual grant period runs from October 1 through September 30, and grants are renewed each year on the basis of satisfactory progress toward achieving the grant vision and outcomes (see **Eligibility for Continued Funding**, page 8). As stated in the federal law, the LEA is the only applicant eligible to apply for K-12 CalServe funding and therefore must serve as the fiscal agent for the grant.

## LEA Qualifications and Sustainable Partnership funding

Partnerships eligible to apply in the Sustainable Category are LEAs that:

1. Have been a CalServe Developmental partnership in good standing during the 2000-03 grant cycle
2. Have demonstrated success working in a coordinated, strategic manner to provide effective service-learning opportunities for school-age youth within a school district or consortium of school districts with CalServe funding;
3. Have completed required CalServe reports in a timely manner. This includes semi-annual progress reports, mid-year financial reports, annual renewal applications, and local evaluation reports.
4. Are committed to establishing a fully sustainable consortium-wide or districtwide service-learning initiative that will provide every student with least one service-learning experience at each grade span (K-5, 6-8, 9-12) by the end of the 2005-06 school year.

## Statement of Federal Contingency

Since CalServe is funded by CNCS, a federal agency, availability of funds and program regulations (which include program match requirements and data collection) are contingent on any changes made in the federal legislation or budget. Successful applicants will be subject to programmatic or financial modifications required by federal or state law.

## Match Requirement

Throughout the three-year grant cycle, successful applicants can expect to be funded at the same level as they have been as a Developmental Partnership. However, Sustainable Partnerships are expected to increase the total amount of funding available to their initiative through an increase in local match. The match for the first year is 50 percent of the total program budget. This figure increases to 65 percent during the second year and to 75 percent in the third year.

The match for the cost of implementing the K-12 service-learning initiative may be either in cash or in-kind payment, and may come from local, state, or federal sources *other than funds made available under the National and Community Service Trust Act*. Applicants must provide evidence that they have successfully identified resources or have the ability to meet this requirement (see **Section 5a. Funding and Resources**, page 14).

## How Funding May Be Used

CalServe funds may be used for the operation of service-learning initiatives in ways such as:

- Providing a service-learning coordinator.
- Training partnership participants, including teachers, youth participants, parents/families, community members, agency staff, local administrators, and school board members.
- Handling communications and public relations.
- Curriculum development.
- Transporting youth participants.
- Purchasing limited amounts of materials and supplies necessary to organize and support service-learning activities.

## Restrictions on the Use of Funding

- Local partnerships may budget no more than 2.5 percent of their grant funds for indirect costs. The CNCS allows the state to use no more than 5 percent of the CNCS grant for indirect costs and that percentage is shared between the CDE and the participating LEAs.
- Stipends, allowances, or other financial support may *not* be paid to any K-12 student participant except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation. Minor expenses for identification of service-learning participants or recognition of excellent or outstanding participant service are allowed.
- CalServe grant funds may *not* be used to pay for food or refreshments other than that associated with travel related to service-learning activities included in this proposal.
- Adequate funds should be budgeted to support participation in CalServe-sponsored events such as CalServe coordinator meetings (two each year) and the Service-Learning Institute, where partnership leadership teams from throughout the state come together for training and information sharing.

At least ten percent of the grant award must be set aside for evaluation and program quality assurance (see **Program Evaluation, Accountability and Continuous Program Improvement**, page 15, and **Appendix E, Sample Local Evaluation Plan**, page 47).

## Eligibility for Continued Funding

While grants are expected to run for three years, second and third-year funding is contingent upon approval by the California Department of Education and is based on:

1. Evidence of satisfactory progress toward achieving the anticipated participant involvement as described on Form D (Participant Output Indicators) and achieving the outcome indicators as described in the application and reported through the local evaluation.
  2. Compliance with all relevant state and federal reporting requirements (see **Funding Terms and Conditions**, page 7).
  3. Compliance with CalServe program requirements (as described in **Funding Terms and Conditions**, page 7, and in **Requirements and Expectations of Funded Partnerships**, page 9).
- Availability of federal funds (see **Funding Terms and Conditions**, page 7).

# Requirements and Expectations of Funded Partnerships

The following items or activities are required of CalServe service-learning partnerships:

**CalServe Service-Learning Institutes:** Each year CalServe holds a two- to three-day training for its partnerships. Each partnership is required to send a team of three to five individuals, including the service-learning coordinator, district and school administrators, teachers, students, and community agency staff, to the institutes.

**CalServe Coordinators' Meetings:** Service-Learning coordinators are required to attend at least two statewide CalServe coordinator meetings each year, one of which usually occurs at the annual CalServe Institute. Funding for travel expenses associated with these meetings should be included in the budget and budget narrative.

**Reporting Requirements:** Funded applicants are required to comply with any state or federal reporting requirements; these will include a semiannual progress report, a mid-year financial report, and an annual renewal application. Grantees will be required by CNCS to collect information on participants (age, gender, etc.), program hours, and types of service. This information will be submitted directly to LSA via an online participant data form. (See CalServe Web site at [www.cde.ca.gov/calserve](http://www.cde.ca.gov/calserve) for details.)

**Local Evaluation and State Evaluation:** Partnerships will be required to provide an end-of-year local evaluation report that includes data on the outcome indicators of service-learning on students, teachers, schools, districts, and the community. Partnerships must also be willing to participate in state-sponsored evaluations to determine the impact of service-learning for students, schools and communities (see **Section 6, Evaluation, Accountability, and Continuous Program Improvement**, page 15).

**Coordinated Compliance Review (CCR) Process:** When an LEA is scheduled for review, partnerships will also participate in the four-year cycle of the CDE's compliance monitoring process. Applicants should check with their district's CCR coordinator to determine the district's review cycle status.

**Assistance to the State:** All CalServe partnerships are expected to assist the CDE in promoting and advancing service-learning. Some possible activities may include co-facilitating workshops and presentations with CalServe staff, and sharing knowledge and resources with other school-community partnerships that do not receive CalServe funds.

**Participation in Regional Service-Learning Lead Activities:** Each partnership is required to participate in and support the activities of their Regional Service-Learning Lead partnership program. Depending on the level of experience, this may entail attending meetings and activities; facilitating discussions or presentations on service-learning at events; and assuming an active leadership role in the region.

# Program Narrative Guidelines

California's service-learning initiative has evolved over time and has been shaped by the priorities and directives of the Corporation for National and Community Service and by the considerable experience of our grantees. In preparing this section of your application, please refer to the **CalServe Overview** (page 1) and succeeding sections, **Emphasis on Academic Standards and Civic Engagement** (page 2), **Goals for Implementing Service-Learning in California** (page 3), and **Partnership Configurations and Critical Partners** (page 4), as well as **Student Demonstrations of the Key Elements of Service-Learning, Appendix A** (page 28) for elements that should be included in your program.

As indicated in the cover memo, CalServe will not be requesting a semiannual report. However, you are requested to include information about your Developmental Partnership's past and current activities as they apply to the sections of the narrative below. This information will provide the application readers a context and current status of the activities proposed for the next and coming years.

## Section 1: Vision and Policy

The partnership's 2006 vision for service-learning should be based upon successfully completing the work proposed over the next three years and commitment to becoming fully sustainable. The vision should describe the future state of service-learning in September 2006 such that service-learning will continue districtwide after CalServe funding ceases.

If current district policy is incomplete or not in place then clearly stated year one outcomes for administrative and school board policy must be described. These should reflect a thorough understanding of the definition of service-learning and ensure that all students have at least one high quality service-learning opportunity at each grade span (K-5, 6-8, 9-12).

### 1a. Demonstrated Success

1. Provide a general historical overview of the initiative that presents evidence of the district's annual progress over the prior years to achieve the districtwide implementation of service-learning (do not describe specific service-learning activities).
2. Describe specific strengths of the existing partnership that provide evidence that the partnership is moving toward sustainability.

### 1b. Vision and Policy for 2006

1. What is the partnership's 2006 vision for districtwide service-learning?
2. How have all of the current collaborative partners and youth been involved in the design and development of this vision?
3. Describe the kinds of policy that have or will be developed and implemented to achieve the district's 2006 vision for service-learning, including school board and administrative policy that facilitates linkages to other programs and initiatives.

### 1c. Vision and Policy End-Outcome Indicators

Using **Form C**, list the 2006 end-outcome indicators for the districtwide vision and policy of service-learning. If this is a multidistrict collaborative, list common and or specific outcomes for the districts. (See **Appendix D**, page 46, for definitions of performance measures, including intermediate and end-outcome indicators.)

## **Section 2: High Quality Service-Learning**

Based upon the district's vision for service-learning and an analysis of current school, district and community needs and capacities, describe how high-quality service-learning is being integrated into the district's instructional practice. The applicant must describe how the quality of service-learning will be improved and how it be used as a strategy to teach and assess content standards. During the 2003-06 grant period, specific emphasis will be made to enhancing the student's sense of civic responsibility and linking history, civics, and service.

### **2a. Curricular and Program Design.**

1. Describe the process in place to ensure that service-learning activities are of high quality and are based on the federal definition. In the narrative make sure you have indicated how the partnership (including community partners) ensure that youth are involved in identifying and meeting community needs and that clear linkages are made to the district's content standards.
2. How will the process described above be revised or expanded in 2003-2004?
3. How will your program include opportunities for students from public and nonprofit private schools, and from diverse groups – age, race, gender, ethnicity, ability, economic background – to serve and learn together?
4. How will the partnership ensure that service-learning activities address those in the greatest need of assistance?
5. Provide two or three examples of high-quality service-learning activities (one per grade span) that highlight how the district's service-learning activities are aligned with the federal definition of service-learning. Please include examples that support the development of participants' civic skills, knowledge, and dispositions.

### **2b. Assessing Students' Learning through Service.**

1. Summarize data from your Local Evaluation Reports that indicates how well students are achieving the academic content standards through service-learning.
2. As the district develops local performance standards, describe the kinds of evidence (e.g. student products, exhibits, speeches) that will be used to assess (test) student achievement of the content standards in 2003-2004.
3. How are and will community members and others be involved in the assessment of students' content knowledge and skill competencies?

### **2c. Civic Responsibility**

1. What evidence has emerged over the past two years that service-learning fosters increased civic responsibility among students in the partnership?
2. Describe how the partnership will build on the current initiative to foster all students' sense of civic responsibility.
3. How will student development in civic responsibility be measured?

### **2d. Reflection.**

1. What process is or will be in place to ensure that structured time is provided for the students to reflect on their service experiences? Describe one or two examples of high quality reflection now being provided. Where possible include examples of how students are encouraged to reflect on their civic engagement.

## **2e. High-Quality Service-Learning Intermediate-Outcome Indicators**

Using **Form C**, list the specific 2003-04 intermediate-outcome indicators for the curriculum design process, student assessment, enhancing the student's sense of civic skills, knowledge, dispositions (see **Appendix D**, page 46).

## **Section 3: Training and Professional Development**

Based upon a needs assessment of teachers, community partners and others, this section of the narrative should detail a training and professional development plan for the partnership.

### **3a. Survey of Training Needs and Strengths**

1. Describe how training and professional development needs and strengths for service-learning have been assessed. Based upon this assessment, list the key areas of need for students, parents, staff, administrators, community partners, and teachers (including teachers of students enrolled in nonprofit private schools as applicable).

### **3b. Training and Professional Development Plan**

1. Provide an overview of the kinds of service-learning professional development opportunities that have been provided the past (including those to community partners).
2. Based upon the needs assessment above, provide a description of your future training and professional development plan. Using **Form C**, list proposed activities for the 2003-2004 school year; include the target audience for each activity and how you intend to involve teachers from private schools in your training activities.
3. What process is or will be in place to ensure that structured time is provided for practitioners (teachers and community partners) to reflect on their service-learning experiences.
4. Describe the process to increase, deepen and sustain the commitment of teachers using service-learning as a teaching strategy.
5. Describe the process to increase the number of teachers using service-learning.

### **3c. Collaborative Training Opportunities.**

1. Provide evidence that training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, nonprofit private schools, and other streams of service.
2. How will these training events be linked or integrated into other training and professional development efforts occurring in the partnership?

### **3d. Training and Technical Assistance Intermediate-Outcome Indicators**

Using **Form C**, list the specific 2003-04 intermediate-outcome indicators for training and professional development ( see **Appendix D**, page 46).

## **Section 4: Organizational Design and Leadership Capacity**

Describe the leadership capacity of the partnership, how youth are involved in the operation of the program, the current commitment of the partners to work together to make service-learning a part of the culture of the LEA or consortium, as well as of the community, and the operating systems that are in place to ensure that the flow of information is timely and user-friendly.

#### **4a. Organizational Design**

1. Describe the qualifications of the program coordinator or staff person responsible for coordinating the service-learning initiative.
2. Complete **Form D, Participant Output Indicators**, to show the target numbers you have used for planning purposes.
3. Describe the school site and district staffing strategies necessary to support the students, teachers, and partnerships identified on **Form D** in an LEA/districtwide initiative.
4. What current staffing strategies are being used to successfully coordinate the service-learning efforts? What strategies will be used in the future in the partnership (e.g. a qualified program coordinator, school site advocates, other creative staffing strategies)?
5. What is the Year One plan for increasing the number of teachers using service-learning as an instructional strategy as the partnership expands districtwide?

#### **4b. Leadership Capacity**

1. In the context of sustaining service-learning, what is the role of the advisory committee? Provide evidence that your current advisory committee will continue to be committed to service-learning. How will the partnership ensure that all perspectives are included in the management and decision-making process of the partnership?
2. Describe the advisory committee leadership provided by district administrators and youth. Describe the roles and responsibilities of other advisory members. Where possible describe the involvement of faith-based organizations and nonprofit private schools in the partnership. List the organizations associated with any or all of the following that are or will participate on your advisory committee.
  - Public and nonprofit private schools
  - Institutions of Higher Education (IHE)
  - Community-based organizations
  - Faith-based organizations
  - County Offices of Education
  - Parents and families organizations
  - Student service groups and volunteer programs
  - Local government and community groups
  - Business and business roundtables
  - Media representatives
  - Volunteer agencies and networks
  - Corporation for National and Community Service grantees
  - Other

#### **4c. Links to Other Programs**

How will the initiative continue to build on other school and community initiatives to expand and sustain service-learning? Describe programmatic linkages between the partnership's service-learning initiative and other local, state, and federal categorical and service programs, and school reform initiatives. Links to other programs might include:

- After School programs
- AmeriCorps and Senior Corps
- Healthy Start
- Mentoring initiatives
- No Child Left Behind
- School-to-Career
- School volunteer programs and student service groups
- Senior and intergenerational education programs
- Volunteer agency networks

#### **4d. School District/Community Support for Service-Learning (This is about commitment; not funding)**

1. Provide evidence of broad-based school district and community support and participation in the service-learning initiative. How will the school district's support be expanded?
2. How will the collaborations that are already established with community agencies, institutions of higher education, and other streams of service (AmeriCorps or Senior Corps) be expanded as identified in 4b? What new collaborations do you plan to initiate through the sustainable grant?

#### **4e. Organizational Design and Leadership Capacity Intermediate-Outcome Indicators**

Using **Form C**, describe 2003-2004 intermediate-outcome indicators for enhancing the district's organizational design and leadership capacity (see **Appendix D**, page 46).

### **Section 5: Resource Development and Public Relations / Recognition Activities**

Successful applicants will show evidence of existing school and community funding and resources necessary to expand and sustain a service-learning initiative in a county, cluster, consortium, or district. Applicants must describe current funding and resources (both cash and in-kind) that are currently available in the partnership. The narrative should also explain fund development strategies, such as (1) collaborating with community agencies, IHEs that use federal work study funding, or the county office of education; (2) identifying additional investments from local foundations; (3) building relationships in the community through public relations and personal interactions so that the initiative will expand over the next three years. Also needed is a description of the public relations plans and recognition activities that will build and sustain support for the initiative.

#### **5a. Funding and Resources**

1. Other than those from the CalServe grant, what funding strategies and resources in are currently used to support the service-learning initiative?



2. Provide a Memorandum of Understanding (or partnership agreement) for each primary sponsoring partner, including all districts and other LEAs. These documents should provide evidence of specific resources and organizational commitments to the partnership (especially those indicated in the budget as matching funds or services).
3. Describe how linkages between community institutions and agencies and the LEA will help reduce reliance on CalServe funding over time.
4. In light of the increased local match requirement, what funding sources will be made available by the school district(s) to sustain the comprehensive initiative described in this application?
5. How will fiscal links be made to other education reforms, community improvement efforts, other Corporation grantees, and local county offices of education or institutions of higher education to support sustainability?

**5b. Public Relations Plan and Recognition Activities**

1. Describe the partnership's expanded public relations plan for building relationships in the community and garnering additional support for service-learning.
2. How will the partnership educate key government officials to build their understanding of benefits and challenges of service-learning?
3. Describe the proposed recognition activities for all participants (youth and adults from the school community).
4. How have your local evaluation results from the past two years been used to garner support for the current service-learning initiative?

**5c. Resource Development and Public Relations / Recognition Intermediate-Outcome Indicators**

Using **Form C**, list the partnership's 2003-2004 intermediate-outcome indicators for resource development and public recognition activities (see **Appendix D**, page 46).

**Section 6: Program Evaluation, Accountability and Continuous Program Improvement**

Successful applicants will demonstrate commitment to both the evaluation of service-learning outcomes and the monitoring of progress toward districtwide implementation of service-learning, recognizing that each process is a vehicle to create support for the partnership. Partnerships must be willing to collect data that demonstrate the outcomes of service-learning on students and teachers, schools, districts and the community by developing a year-end local evaluation report based upon a local evaluation plan approved by CalServe staff. Partnerships must also be willing to collect evidence about the ongoing progress of the initiative toward districtwide implementation and provide reports according to guidelines established by CalServe. At least ten percent of the grant amount must be allocated to support the local evaluation process (see **Form B: Budget and Budget Narrative**). These funds do not need to come from the grant itself and may come from matching resources.

**6a. Local Evaluation Team**

Describe the membership of the partnership's local evaluation team. What are the roles and qualifications of the evaluator? Describe any changes to membership of the evaluation team.

## **6b. Evaluation of Benefits of Service-Learning.**

Based on the partnership's evaluation efforts to date, describe the results in the following areas:

1. **Benefits for Students:** Do students achieve the academic content standards through participation in service-learning? How does involvement in service activities affect students' overall performance in school? How does a student's sense of civic responsibility change when he/she engages in service-learning?
2. **Benefits for Teachers:** What factors influence teachers to select service-learning as a teaching strategy? How does service-learning affect teaching practice and engagement in teaching?
3. **Benefits for Schools and Districts:** To what degree has the service-learning initiative affected the climate at school sites or at the district level? To what degree do district personnel support service-learning?
4. **Benefits for the Community:** What benefits have service-learning activities provided to the community?

## **6c. Monitoring Progress Toward Districtwide Implementation of Service-Learning**

Describe how the applicant will monitor the proposed activities and use preliminary program evaluation data to improve the quality of service-learning practice, inform district policy, and promote and garner support for sustaining service-learning districtwide.

## **6d. Program Evaluation Plan of Outcome Indicators**

Applicants must provide a program evaluation plan for 2003-2004. The plan must describe how the partnership will evaluate the end- and intermediate-outcome indicators described in the preceding sections. A well-defined plan should provide a process for evaluating each outcome indicator by describing the sources of data to be collected, the individuals involved, how the data will be analyzed and reported, and a timeline for the program evaluation activities to occur. To assist in integrating the program evaluation into the ongoing work of the district, applicants are encouraged to use data collected through existing accountability systems. Please complete a **Local Program Evaluation Plan, Form E**. (See **Appendix E**, page 47, for a sample section of a Local Program Evaluation Plan.)

## **Section 7: Overall Coherence and Merit**

Though applicants will not write to this section, they should be aware that the entire application package will be scored on the comprehensive picture it provides regarding commitment and capacity of the partnership to achieve its vision for service-learning.

# Instructions for Completing the CalServe Grant Application

Use the **Program Narrative Guidelines** (pages 10-16) to describe your initiative. Applicants must follow the guidelines described in the **Font and Page Format** (page 18). Pages in excess of the limit will not be read (see **Initial Screening and Disqualification Criteria**, page 26).

## **Form A: Application Cover Page for CalServe Sustainable Grant 2003-06** (page 20)

Please secure the signature of the LEA superintendent and, if applicable, the signature of the executive director of the organization providing the program coordinator.

## **Form B: Budget and Budget Narrative 2003-04** (page 21)

### **Budget**

Before completing the proposal budget, please review **Funding Terms and Conditions**. "Other" contributions may be cash or in-kind such as services and facilities (with a dollar value assigned). Applicants may use private, local, state or federal funds (other than CNCS funds), or in-kind resources, for the match requirement. If your district or county receives categorical program assistance, your special projects director may be of assistance to you. Program (non-administrative) costs include certificated or non-certificated personnel for program coordination, and other costs directly attributed to the implementation of the service-learning initiative. Claims for local administrative costs may not exceed 2.5 percent. The difference between the LEA's standard indirect cost rate and the allowed 2.5 percent may be considered part of the local match.

### **Budget Narrative**

Budget Narratives must not exceed three single-sided, single-spaced 8.5" by 11" pages. Use the narrative to justify how the proposed budget expenditures will support high-quality, cost-effective service-learning activities as described in the Program Narrative. The budget should not contain unexplained amounts for miscellaneous or contingency costs or unallowable line items such as student stipends or refreshments. The narrative should describe the basis used to estimate the total costs for each line item, and how each budget line item from Form B relates to the proposed program. Please provide specific information regarding roles, time base, and salary of staff and consultants, and a clear description of services to be purchased. The budget should demonstrate evidence of, or ability to secure, the required match of 100 percent for CalServe funds. In addition, provide a brief description of non-CalServe funds and of in-kind resources being used to support the K-12 service-learning initiative.

## **Form C: Summary of Key Activities, and Output and Outcome Indicators 2003-04** (page 22)

Provide a summary of the key activities described in your narrative, and events that are representative of those that are proposed during the 2003-04 year of the grant. List the outcome indicators (benefits) given in each section of your Program Narrative as well as the anticipated output indicators (results or products). See **Appendix D**, page 46 for further explanation. The purpose of the summary is to help the reviewers quickly grasp the essence and structure of the proposed initiative.

## **Form D: Participant Output Indicators 2003-04** (page 23)

Provide CDE with the size and scope of the proposed CalServe Partnership. Estimate the number of participants and schools that will be involved in the proposed partnership during 2003-2004.

**Form E: Local Evaluation Plan 2003-04** (page 24)

Provide an evaluation plan that describes the kinds of evidence, strategies, and personnel that will document and report results of the end- and intermediate-outcomes described in each of the six program narrative sections. See **Appendix E**, page 47 for a sample section of the Local Program Evaluation Plan.

**Form F: Key Community Partners 2003-04** (page 25)

Provide information about each community partner/organization, including school districts, with whom you will be working.

**Application Formatting and Preparation**

**Length Limitation:** Application sections that exceed length limitations will not be read (see **Initial Screening and Disqualification Criteria**, page 26).

- Program Narrative (20-page maximum)
- Budget Narrative (three-page maximum)
- **Attachments:** Only the following attachments will be accepted, and will *not* be counted in the 20-page maximum for the Program Narrative:
  - Program Abstract (100-word maximum)
  - Forms A—F
  - Memoranda of Understanding or partnership agreements
  - Optional printed material, such as charts, graphs, or other documentation (five-page, double-sided maximum)

**Font and Page Format:** Applications must be typed, double-spaced, and single-sided on 8.5 " by 11" paper, with one-inch margins and a 12-point font. Clearly number all pages.

**Number of Copies Required:** Applicants should provide **one signed original and three copies** reproduced on 8.5" by 11" white paper. The application and attachments should be stapled together for submission. Please do not use binders, covers, flat folders, sleeves, or cover letters.

**Application Order:** Please assemble your application in the following order:

- Application Cover Page for CalServe Sustainable Grant - Form A
- Program Abstract (100-word maximum)
- Budget and Budget Narrative - Form B (Budget Narrative limited to three pages)
- Summary of Key Activities, and Output and Outcome Indicators - Form C
- Participant Output Indicators - Form D
- Local Evaluation Plan- Form E
- Program Narrative (Sections 1-6, 20-page maximum)
- Key Community Partners – Form F
- Memorandum of Understanding from each sponsoring partner
- Attachments (supporting documentation, five-page maximum)

**Application Checklist:** A checklist is included to help ensure that your application includes the necessary forms in the required order. The checklist is for the applicant's use and should *not* be submitted to CalServe.

**RFA Technical Assistance:** Applicants in need of additional assistance or clarification of RFA issues before submitting an application are encouraged to visit the CalServe Web site at [www.cde.ca.gov/calserve](http://www.cde.ca.gov/calserve), view the Webcast referred to in Technical Assistance, page 1, and/or

contact staff at the CalServe office: Mike Brugh at (916) 319-0543, Carol Ginzburg at (916) 319-0540 or Terry Shorey at (916) 319-0227.

**Application Due Date:** Applications must be postmarked via express mail on or before **April 4, 2003**, or received by the California Department of Education no later than 5 p.m. on that day. **E-mailed and faxed copies will NOT be accepted. Late applications will not be accepted.**

Mailing address:

**California Department of Education  
CalServe Initiative, Grant Applications  
1430 N Street, Suite 6408  
Sacramento, CA 95814**

**Form A: Application Cover Page for  
CalServe Sustainable Grant 2003-2006**

California Department of Education  
Corporation for National and Community Service  
Learn and Serve America (LSA)

**Local Educational Agency (LEA)**

LEA:		County-District Code:	
Name/Title of Fiscal Contact:			
Address:			
City:		ZIP:	
Telephone ( )		Fax: ( )	
E-mail:		Web site:	

**Program Coordination Contact**

LEA or Organization that will provide Program Coordination:	
Name and Title of Program Coordinator:	
Address:	
City:	ZIP:
Telephone: ( )	Fax: ( )
E-mail and/or Web site:	

**List of Partners**

Please complete Form F (Key Community Partners) listing key community partners and districts involved in your partnership.

**Signatures/Approvals**

Before completing certification, please read the Policies Related to Certifications and Assurances and Terms of Certifications in Appendix F of the Request for Application (RFA). By signing this page, the applicant certifies that it will agree to perform all actions and support all intentions stated in the certifications and assurances in Appendix F of the RFA.

I hereby certify that all of the applicable federal rules and regulations will be observed by this applicant; that to the best of my knowledge, the information contained in this application is correct and complete; that the attached legal assurances are accepted as the basic legal conditions for the operation of this partnership; and that this applicant hereby agrees to have its use of funds reviewed and/or audited according to the standards and criteria set forth in the CDE's Coordinated Compliance Review (CCR) Manual.

Superintendent or designee	Superintendent's or Designee's Signature/Date
Executive Director of organization responsible for Program Coordinator (if not LEA)	Executive Director's Signature/Date
Program Coordinator's Name	Program Coordinator's Signature/Date

## Form B: Budget and Budget Narrative 2003-2004

California Department of Education  
Corporation for National and Community Service  
Learn and Serve America (LSA)

On Form B, Budget and Budget Narrative, below, indicate expenditures in categories and include up to three pages of narrative that further detail how these funds will be used and the source of match from the LEA and other organizations.

Note: LSA budgets must demonstrate a local match of 50 percent of the total program budget (CalServe funds and match) in Year One. Districts operating CalServe Partnerships are required to report expenditures in accordance with the object classification plan in the *California School Accounting Manual*. The use of these object codes will facilitate the preparation of budgets and the mid-year and year-end financial reports requested by CalServe. This budget page reflects typical service-learning expenditures. For guidelines and requirements on the appropriate use of funding, please refer to the CDE General Assurances and CNCS General Grant Provisions that are available on the CalServe Web site (Grants Management section at <http://www.cde.ca.gov/calserve/districtresources.htm>).

District:		CDS code:				
Amount requested:		Fiscal contact person:				
Object of Expenditure Codes	CalServe LSA K-12	Sources of required match (Cash or In-kind service)				Budget Item Total
		<u>District funds</u> (A.D.A., state or non-CNCS federal categorical)	<u>Public sector</u> (e.g., forest service, police department)	<u>Non-profit</u> (e.g., community- based org. or foundation)	<u>Private sector</u> (e.g., business partner)	
1000 Certificated Salaries						
2000 Classified Salaries						
3000 Employee Benefits						
4000 Books and Supplies						
5000 Services and other operating expenditures (other than Travel and Evaluation expenditures)						
5200 Travel & conferences (not related to evaluation)						
<b>Evaluation</b> (at least 10% of grant amount)						
5100: Consultant contracts						
5200 Travel						
5800 Other services & operating expenditures						
<b>Total of direct charges above</b>						
<b>Indirect Charges</b> (2.5% cap)						
<b>Total</b>	CalServe Request					<b>Total Program</b>

## Form C: Summary of Key Activities, and Output and Outcome Indicators 2003-2004

California Department of Education  
Corporation for National and Community  
Service  
Learn and Serve America (LSA)

Local Educational Agency: \_\_\_\_\_

*Please list the outcome indicators from your Program Narrative sections and provide a description of the general scope of key activities for 2003-2004. Then describe the anticipated output indicators for each of these activities. Please limit this summary to three pages. See **Appendix D** for an explanation of outcome and output indicators.*

<b>Outcome Indicators</b> (Benefits to Participants or Community)	<b>Associated Key Activities</b>	<b>Date(s) of Key Activity</b>	<b>Anticipated Output Indicators</b> (Results or Products)	<b>Target audience</b>
<b>1b. Vision and Policy End-Outcome Indicators</b>				
<b>2e. High-Quality Service-Learning Intermediate-Outcome Indicators</b>				
<b>3e. Training and Technical Assistance Intermediate-Outcome Indicators</b>				
<b>4e. Organizational Design and Leadership Capacity Intermediate-Outcome Indicators</b>				
<b>5c. Resource Development and Public Relations / Recognition Intermediate-Outcome Indicators</b>				



**Form D: Participant Output Indicators 2003-2004**

California Department of Education

Corporation for National and Community Service  
Learn and Serve America (LSA)

LEA	County-District code:
Person completing this form	

In what setting does your partnership work?         Rural             Suburban             Urban             Mixed

**Indicate the anticipated participation of the following individuals for 2003-2004**

<b>Students Projected to Participate</b>	
Kindergarten-5 <sup>th</sup> grade	
6 <sup>th</sup> -8 <sup>th</sup> grade	
9 <sup>th</sup> -12 <sup>th</sup> grade Comp. High Schools	
6 <sup>th</sup> -12 <sup>th</sup> grade Alternative Schools	
<i>Total Students</i>	

<b>School Staff (professional and support)</b>	
Teachers	
Administrators/School Board Members	
Other School Staff	
<i>Total School Staff</i>	

<b>Parents and Family Members</b>	
-----------------------------------	--

<b>Adult Community Volunteers</b>	
From Community-Based Organizations	
From Faith-Based Organizations	
From Public Agencies	
From Business	
Higher Education Students supported by Federal Work Study funding	
Higher Education	
AmeriCorps Members & VISTA	
Senior Corps (Senior Companion, RSVP, Foster Grandparents)	
Legislators and Community Officials	
Other	

**Districts in the Proposed Partnership**

Use these tables to show the total number of schools and the projected number to be involved, by each grade span. If it will be a multi-district partnership, complete a table for each district in the proposed partnership. Add pages if there are more than three districts.

Local Educational Agency:	Number of Schools	
	Total	Projected
Elementary		
Middle/Junior High		
Comprehensive High		
Continuation		
<i>Total Schools</i>		

Local Educational Agency:	Number of Schools	
	Total	Projected
Elementary		
Middle/Junior High		
Comprehensive High		
Continuation		
<i>Total Schools</i>		

Local Educational Agency:	Number of Schools	
	Total	Projected
Elementary		
Middle/Junior High		
Comprehensive High		
Continuation		

<i>Total Adult Community Volunteers</i>	

<i>Total Schools</i>		
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# Form E: Local Evaluation Plan 2003-2004

California Department of Education  
Corporation for National and Community Service  
Learn and Serve America (LSA)

## Local Educational Agency: \_\_\_\_\_

Please use this form to develop a plan for evaluating each of the outcome indicators proposed for the first five Program Narrative sections. See Appendix E for a sample of an evaluation plan for one outcome indicator and **Appendix D** for an explanation of outcome and output indicators.

Section 1 - Vision and Policy				
End-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results and Products)	Personnel	Program Evaluation Process	Timeline

Section 2 – High Quality Service-Learning				
Intermediate-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results and Products)	Personnel	Program Evaluation Process	Timeline

Section 3 – Training and Professional Development				
Intermediate-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results and Products)	Personnel	Program Evaluation Process	Timeline

Section 4 – Organizational Design and Leadership Capacity				
Intermediate-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results and Products)	Personnel	Program Evaluation Process	Timeline

Section 5 – Resource Development and Public Relations / Recognition Activities				
Intermediate-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results and Products)	Personnel	Program Evaluation Process	Timeline

**Form F: Key Community Partners 2003-2004**

California Department of Education  
National and Community Service Trust Act  
Learn and Serve America (LSA)

**Local Educational Agency:** \_\_\_\_\_

Include the following information for each community partner/organization, including school districts, with whom you will be working:

<b>Organization Name</b>	<b>Type of Organization (Public, Private, or Non-Profit)</b>	<b>Contact Person</b>	<b>Address</b>	<b>Telephone</b>

## **Application Review and Grant Award Process**

Applications are scored against a rubric used as a common standard. Readers use a point scale to indicate where an application falls on the continuum of program quality that the rubric describes. Readers will use the rubric descriptions to score each application. A copy of the Rubric for Developmental Partnerships is included (**Appendix C**, page 33). Scoring will focus on the content and substance of the narrative. It is important to avoid the use of jargon and buzzwords. Instead, provide examples that give the reader as complete and specific a description of your program as possible within the page-length limitation. An application should follow the RFA sections and be presented with clarity so that a reviewer can easily understand the partnership's service-learning initiative.

### **Initial Screening and Disqualification Criteria**

The CDE will screen applications for completeness. The CDE reserves the right to disqualify applications that are not complete or do not include complete budget information. Applications that disregard the instructions on length or font and page format will be marked with a red line where the application should have ended. Reviewers will not read beyond the red line. The reviewers will also ignore attachments beyond those permitted by the RFA. (See **Application Formatting and Preparation**, page 18.)

### **Reading and Scoring Process**

Representatives from CalServe's statewide partners and local partnerships will serve as application reviewers. All readers will receive special training in the scoring process and scoring rubric. The scoring process has been designed to enhance inter-rater reliability and to prevent conflicts of interest. Readers will not score any application from an LEA in which they are currently employed, have worked or have provided consultation on the application, or had any connection that may appear to be a conflict of interest. Applicants should, therefore, assume that readers will have no familiarity with individual schools, districts, or community-based agencies or programs. Readers will not discuss the applications they score except under specific circumstances designated as part of the scoring process.

Each application will be read and scored by two readers independently of one another. The two readers will then discuss the application and jointly write comments. If the two scores are identical or if the difference between the two scores falls within a predetermined discrepancy limit, the scores will be considered to be "in agreement" and will be officially recorded. If the difference between the two readers' scores exceeds the discrepancy limit, the application will be read and scored by a third reader.

### **Interview Process**

After the reading process is complete, successful applicants will be asked to participate in an interview. The applicant will be expected to send a team of up to five key stakeholders who can represent the partnership, discuss the proposed initiative, and provide assurance that the proposed service-learning activities will be successfully implemented. Interviews are tentatively planned for April 2003. Qualifying applicants will be contacted with more details after the reading process. The scores from both the reading process and interview will be combined to obtain a final score.

## **Grant Award Notification**

Notification of grant awards to applicants is scheduled for May 12, 2003. CDE staff is instructed not to respond to telephone calls regarding grant awards until after this date.

## **Appeal Process**

Applicants who wish to appeal the grant award decision regarding their application must submit a letter directed to Assistant Superintendent Wade Brynerson no later than May 28, 2003, at the following address:

Wade Brynerson, Assistant Superintendent  
Learning Support and Partnerships Division  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814

Appeals must be limited to the grounds that CDE failed to correctly apply the standards for reviewing the applications as specified in the RFA. The appellant must file a full and complete written appeal, including the issues(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. Incomplete or late appeals, or appeals which only refute the readers' comments that are provided for technical assistance will not be considered. The application will be re-evaluated by CDE designees or staff.

Before submitting a letter of appeal, applicants should conduct an in-depth program evaluation of their application against the scoring rubric. The appeal letter must describe the factors that caused the applicant to conclude that the readers and, if applicable, the interviewers, did not follow the prescribed scoring rubric, and explain why the score is in conflict with the rubric or the grant award process described in the RFA. The letter should also include specific information taken from the application or the interview that the applicant believes was overlooked or misinterpreted.

If the appeal letter justifies the need, CDE staff or designees will review the application. The Deputy Superintendent for the Child, Youth, and Family Services Branch will make the final decision of whether to revise the original score of an application and/or to fund the application. Each situation will be handled on an individual basis and will be contingent upon the availability of funding. The final decision on the appeal will be made by the CDE Deputy Superintendent of the Child, Youth and Family Services Branch, and shall be the last administrative action afforded the appellant.

## Student Demonstrations of the Key Elements of Service-Learning

Service-learning, as defined by the *National and Community Service Trust Act (1993)* is "an innovative instructional strategy that actively involves youth in the curriculum through service to their community." Service-learning differs from traditional community service activities in that it intentionally integrates the service experience with the curriculum. Service-learning requires student participation in organized service that is coordinated with an elementary, middle, or high school and the community. In addition to fostering civic responsibility and individual development, service-learning allows the student to make meaning of the curriculum through participation in the design and implementation of a service-learning project and by taking time to reflect on the experience. (Note: The term "academic content standards," used in the following examples, refers to the *Content Standards for California Public Schools*, adopted by the California State Board of Education.)

Service-learning can be incorporated into all disciplines and provides a strategy to integrate curriculum across the content areas. The following five key elements provide what students should know and be able to do as a result of their participation in a service-learning activity or project. All five elements should be addressed in every service-learning activity and work in concert to create a powerful teaching and learning experience.

### Element 1 Meeting a Real Community Need

*Students will understand how the needs of the community are identified or, when appropriate, will identify the needs of the community. Based on demonstrated understanding of these needs, students will actively participate in thoughtfully organized service that addresses the needs of the community as identified by the needs assessment. (Note: The school may be defined as the community.)*

For example, students, with help from their teacher, have determined that a school beautification project is needed to build a sense of community pride and improve the physical surroundings of the neighborhood. A 3<sup>rd</sup> grade class designs and distributes an opinion survey to their peers and other teachers. Students are responsible for tabulating the results of the survey. Based on survey information, the class designs, plans, establishes, and maintains a garden at the school. Flowers grown in the garden are used to beautify the school.

California State Academic Content Standards:

- *Language Arts, Writing, Organization and Focus 1.1: Create a single paragraph: a) Develop a topic sentence. b) Include simple supporting facts and details.*
- *Mathematical Reasoning 3.0: Students move beyond a particular problem by generalizing to other situations.*
- *Life Science 3a: Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.*

## Element 2 Integrated into and Enhances the Curriculum

*Students will demonstrate their mastery of curricular content standards through participation in a service-learning activity that is integrated into the curriculum.*

For example, a 7<sup>th</sup> grade science class works with their teachers and staff members from local conservation organizations to design, create, and maintain a garden in a deserted lot in the back of the school. This becomes an on-campus community garden that consists of native California plants and ecosystems and is used as a focal point for the study of geology, ecology, and agriculture. Staff members from the conservation agency provide valuable scientific expertise, and assist the class with resources by donating garden supplies and educational materials. They participate in discussions about environmental issues that affect them and their community. Based upon these discussions and their service experience, students learn academic content standards in life science, physical science and scientific experimentation.

California State Academic Content Standards for Science:

- *Life Science 5a: Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.*
- *Genetics 2a: Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.*
- *Physical Science 6a: Students know visible light is a small band within a very broad electromagnetic spectrum.*
- *Investigation and Experimentation 7a: Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.*

Element 3 Coordinated with a Community Agency, Another School, or the Community at Large

*Students will understand the relationship between school and community and the value of school-community partnerships. Students and teachers collaborate with individuals and organizations in the community to develop and implement meaningful service activities that meet the needs of the school and community.*

For example, in conjunction with the school's project-based curriculum, students in 6<sup>th</sup> grade participate in a six-week project on city planning. Students survey neighborhood needs, visit utility sites around the city, and invite city officials to speak in their classes. As a service project, the students decide to improve services and safety in their school community by designing wheelchair accessible ramps. Students learn geometry as they design the ramps and are assisted by professional architects and city planners to be certain the ramps meet all specifications. Parents and community members assist the students with the building of a ramp at the school. Students write essays to reflect on their understanding the issues of accessibility in their own school and community.



California State Academic Content Standards:

- *Mathematics 2.1: Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.*
- *Language Arts, Writing 1.2a: Create multiple-paragraph expository compositions that engage the interest of the reader and state a clear purpose; 1.2b Create multiple-paragraph expository compositions that develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.*

## **Element 4 Helps Foster Civic Responsibility**

*Students will understand and demonstrate civic responsibility through participation in a service- learning activity that meets a real community need and improves the quality of life in the community.*

For example, in an urban high school, 9<sup>th</sup> grade science classes for English language learners study geology, including lessons on plate tectonic theory and earthquake. The classes visit an office for emergency disaster management to understand the scale of natural disasters. The students decide to work with agency staff to raise awareness in their community, which has been historically unprepared for natural disasters. They also identify civic policy issues that may impede the community's ability to prepare for natural disaster. In English class, the students work with their teacher and community members to compile information and instructions about earthquake preparedness in the various languages reflected in their community, providing an excellent opportunity for students to utilize computer knowledge and publication production skills while they reinforce their literacy in English–language arts, science, and business technology. Students prepare and make presentations to the faculty, school board, and local civic organizations. Students gather materials for earthquake preparedness kits and then travel in teams with representatives from the natural disaster relief office to distribute kits to residents in their neighborhoods. These events provide youth with an opportunity to demonstrate their knowledge about earthquakes, promote awareness about the importance of preparedness, and raise unresolved issues and provide proposed solutions.

California State Academic Content Standards:

- *Physical Science 3a: Students know features of the ocean floor (magnetic patterns, age, and sea floor topography) provide evidence of plate tectonics; 3d: Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.*
- *Science, Investigation and Experimentation 1m: Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings.*
- *Language Arts, Writing Applications 2.6a, 2.6b, 2.6c and 2.6d: Write technical documents that report information and convey ideas logically and correctly.*
- *Language Arts, Listening and Speaking 2.6c: Deliver descriptive presentations that use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.*

## Element 5 Provides Structured Time for Reflection

*Students will understand and reflect upon the significance of their service-learning experience, and how applying skills and knowledge affects them as individuals, their own learning, and the community.*

For example, a high school U.S. History class selects the theme of poverty for the semester-long course. After brainstorming issues related to the theme, students identify community agencies at which they could volunteer throughout the semester. The teacher and staff from the local volunteer center help students identify service placements that match course expectations and community needs with each student's interests. Students volunteer at after-school tutoring programs, child-care centers, soup kitchens, and food banks in nearby low-income neighborhoods. Throughout the semester, the teacher assigns readings related to poverty. Each student maintains a journal with reflections on her/his volunteer experience and how it relates to the study of poverty, American Democracy, and the people that have been served. Based on the attributes of civic skills, knowledge, and dispositions, students conduct civic reflection to connect service activities with participation in civic (democratic) practices.

California State Academic Content Standards for History/Social Science, *U.S. History and Geography*:

- *11.6.3: Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.*
- *11.11.6: Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.*
- *11.11.7: Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.*

## Programs of the Corporation for National and Community Service



The Corporation for National and Community Service connects Americans of all ages and backgrounds with opportunities to give back to their communities and their nation through voluntary service. More than 2 million Americans serve their fellow citizens each year through the Corporation's three main programs: *AmeriCorps*, *Senior Corps*, and *Learn and Serve America*. In partnership with nonprofit groups, faith-based organizations, schools, and other public agencies, participants in these programs tutor children, build and renovate homes, provide immunizations and health screenings, clean up and preserve the environment, serve on neighborhood crime-prevention patrols, and respond to disasters. They also recruit and manage volunteers and otherwise help to build the strength and effectiveness of nonprofit organizations.

The Corporation and its programs are a proud part of the USA Freedom Corps, a broad-based effort by President Bush to coordinate citizen volunteer efforts both here and abroad. Announced in the 2002 State of the Union address, USA Freedom Corps reflects the President's desire to foster a "culture of service, citizenship, and responsibility."

President Bush, in that same speech, called on all Americans to devote the equivalent of at least two years of their lives – 4,000 hours – to service and volunteerism. National service programs are one way to answer the President's call. AmeriCorps gives citizens the opportunity to perform intensive service over an uninterrupted period, while Senior Corps taps the skills, talents, and experience of older Americans to help solve pressing social problems. Learn and Serve America, which links classroom studies with service in the community, is an important and effective way of instilling the habits of good citizenship and fostering a lifelong ethic of service.

For more information on the Corporation or any of its programs, call (202) 606-5000 or visit [www.nationalservice.org](http://www.nationalservice.org). For more information on the USA Freedom Corps and the President's Call to Service, call 1-877-USACORPS (1-877-872-2677) or visit [www.usafreedomcorps.gov](http://www.usafreedomcorps.gov).



### AmeriCorps

More than 50,000 Americans are serving their communities 20 to 40 hours a week through AmeriCorps.

Most AmeriCorps members are selected by and serve with local and national organizations like Habitat for Humanity, the American Red Cross, City Year, Teach for America, Big Brothers/Big Sisters, and Boys and Girls Clubs, as well as with a host of smaller community-based organizations, both secular and faith-based. In exchange for a year of service, AmeriCorps members earn an education award that can be used to pay for college or to pay back student loans. About half the members also receive a small living allowance and health benefits.

AmeriCorps operates in a decentralized manner that gives a significant amount of responsibility to states and local nonprofits. Roughly three-quarters of all AmeriCorps grant funding goes to Governor-appointed State Commissions, which respond to local needs and select nonprofit groups to receive the funding. Most of the remainder of the grant funding is distributed by the Corporation directly to multi-state and national organizations through a competitive grants process.

AmeriCorps also administers two programs that operate somewhat differently but are still designed to assist

and increase the effectiveness of nonprofit organizations and public agencies.

**AmeriCorps VISTA**, which has approximately 6,000 members, focuses on eradicating poverty and helping to meet the needs of people living in low-income communities nationwide. **AmeriCorps NCCC (National Civilian Community Corps)** is a residential program for approximately 1,000 members ages 18 to 24. Based on a military model, the program sends members in teams of 10 to 14 to help nonprofit groups provide disaster relief, preserve the environment, build homes for low-income families, and meet other challenges. Because members are trained in CPR, first aid, and mass care, and because they can be assigned to new duties on short notice, they are particularly well suited to meeting the emerging homeland security needs of the nation.



### Learn and Serve America

Learn and Serve America provides grants to schools, colleges, and community organizations to link classroom studies with community service. For example, students may conduct food drives or help out in soup kitchens while studying nutrition. This type of learning, called service-learning, improves communities while preparing

young people for a lifetime of responsible citizenship. In addition to providing grants for such activities, Learn and Serve America also sponsors a scholarship and recognition program for outstanding community service by young Americans. Approximately 1.5 million students are involved in service-learning programs supported by the Corporation.



### Senior Corps

Through its three programs, Senior Corps taps the skills, talents, and experience of more than

half a million Americans age 55 and over to meet a wide range of community challenges, including homeland security. **RSVP** volunteers help local police departments conduct safety patrols, participate in environmental projects, provide intensive educational services to children and adults, and respond to natural disasters, among other activities. **Foster Grandparents** serve one-on-one as tutors and mentors to young people with special needs. **Senior Companions** help homebound seniors and other adults maintain independence in their own homes.

## Scoring Rubric for Sustainable CalServe Partnerships 2003-06

### Section 1. Vision and Policy

Presents an Exceptional Case	Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<p><b>1a. Demonstrated Success</b></p> <p>A general historical overview of the current initiative provides very convincing, detailed evidence demonstrating much success with service-learning in the past 2+ years. Strengths of the existing partnership are highlighted and very clearly show how the partnership has built on prior knowledge and experience. There is already very clear evidence of movement toward sustainability.</p>	<p><b>Demonstrated Success</b></p> <p>A general historical overview of the current initiative provides adequate evidence demonstrating success with service-learning in the past 2+ years. Strengths of the existing partnership are highlighted and adequately show how the partnership has built on prior knowledge and experience. There is evidence of movement toward sustainability.</p>	<p><b>Demonstrated Success</b></p> <p>A general historical overview of the current initiative provides limited evidence demonstrating limited success with service-learning in the past 2+ years. Strengths of the existing partnership are highlighted in a limited way and the overview shows how the partnership has built on prior knowledge and experience. There is adequate evidence of movement toward sustainability.</p>	<p><b>Demonstrated Success</b></p> <p>A minimal historical overview of the current initiative provides minimal evidence demonstrating minimal success with service-learning in the past 2+ years. Strengths of the existing partnership are highlighted and minimally show how the partnership has built on prior knowledge and experience. There is minimal evidence of movement toward sustainability.</p>
<p><b>1b. Vision and Policy</b></p> <p>A very clear vision reflects the partnership's ability to become fully sustainable by 2006. The vision is very consistent with the CDE 2004 goal for service-learning. There is clear, convincing evidence that young people and collaborative partners have been involved in shaping the vision and developing the application. School board and/or administrative policy are established to specifically support the implementation of service-learning.</p>	<p><b>Vision and Policy</b></p> <p>An adequate vision reflects the partnership's ability to become fully sustainable by 2006. The vision is generally consistent with the CDE 2004 goal for service-learning. There is adequate evidence that young people and collaborative partners have been involved in shaping the vision and developing the application. School board and/or administrative policy are in place and provide general support the implementation of service-learning.</p>	<p><b>Vision and Policy</b></p> <p>The vision provides a limited indication the partnership will become sustainable by 2006. The vision is somewhat consistent with the CDE 2004 goal for service-learning. Evidence that young people and collaborative partners have been involved in shaping the vision and developing the application is limited. Development of school board and administrative policy is underway that will support the implementation of service-learning.</p>	<p><b>Vision and Policy</b></p> <p>The vision provides little or no indication the partnership will become sustainable by 2006. The vision is not consistent with the CDE 2004 goal for service-learning. There is little or no evidence that young people and collaborative partners helped shape the vision or develop the application. No school board and administrative policy is in place or under development.</p>
<p><b>1c. Vision and Policy End-Outcomes</b></p> <p>Very clear 2006 end-outcome indicators for attaining the LEA vision and for implementing policy are described (See <b>Form C</b>).</p>	<p><b>Vision and Policy End-Outcomes</b></p> <p>Adequate 2006 end-outcome indicators for attaining the LEA vision and for implementing policy are described.</p>	<p><b>Vision and Policy End-Outcomes</b></p> <p>Few, fairly limited or unclear 2006 end-outcome indicators for attaining the LEA vision and for implementing policy are described.</p>	<p><b>Vision and Policy End-Outcomes</b></p> <p>Minimal 2006 end-outcome indicators for attaining the LEA vision and policy development are described or are not presented.</p>

## Section 2. High Quality Service-Learning

Presents an Exceptional Case	Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<p><b>2a. Curricular and Program Design</b></p> <p>A very detailed process is in place to ensure that service-learning is based on the federal definition. A very clear description of how youth will be involved in identifying community needs and how these needs are clearly linked to the district's content standards is provided. A very clear description is presented of how youth from private schools and from diverse groups and those in the greatest need will be included. Exceptional examples clearly demonstrate all five elements of high-quality service-learning. Activities for each grade span clearly support the development of the participants' civic skills, knowledge and dispositions.</p>	<p><b>Curricular and Program Design</b></p> <p>An adequate process is in place to ensure that service-learning is based on the federal definition. An adequate description of how youth will be involved in identifying community needs and how these needs are linked to the district's content standards is provided. An adequate description is presented of how youth from private schools and from diverse groups and those in the greatest need will be included. Adequate examples demonstrate all five elements of high-quality service-learning. Activities for each grade span adequately support the development of the participants' civic skills, knowledge and dispositions.</p>	<p><b>Curricular and Program Design.</b></p> <p>A limited process is in place to ensure that service-learning is mostly based on the federal definition. A limited description of how youth will be involved in identifying community needs and how these needs are linked to the district's content standards is provided. A limited description is presented of how youth from private schools and from diverse groups and those in the greatest need will be included. Examples demonstrate all five elements of high-quality service-learning in a limited way. Activities for each grade span limitedly support the development of the participants' civic skills, knowledge and dispositions.</p>	<p><b>Curricular and Program Design</b></p> <p>A minimal process is in place to ensure that service-learning is mostly based on the federal definition. A minimal description of how youth will be involved in identifying community needs and how these needs are linked to the district's content standards is provided. A minimal description is presented of how youth from private schools and from diverse groups and those in the greatest need will be included. Examples minimally demonstrate the elements of high-quality service-learning. Activities for each grade span minimally support the development of the participants' civic skills, knowledge and dispositions.</p>
<p><b>2b. Assessing Students' Learning through Service</b></p> <p>A very detailed summary of data indicating students are achieving the academic content standards through service is presented. Very clear examples of performance standards that might be used to assess student achievement are provided. It is very clear that community members will be involved in the assessment process.</p>	<p><b>Assessing Students' Learning through Service</b></p> <p>An adequate summary of data indicating students are achieving the academic content standards through service is presented. Adequate examples of performance standards that might be used to assess student achievement are provided. It is adequately clear that community members will be involved in the assessment process.</p>	<p><b>Assessing Students' Learning through Service</b></p> <p>A limited summary of data indicating students are achieving the academic content standards through service is presented. Limited examples of performance standards that might be used to assess student achievement are provided. It is somewhat clear that community members will be involved in the assessment process.</p>	<p><b>Assessing Students' Learning through Service</b></p> <p>The summary of data indicating that students are achieving the academic content standards through service is missing or minimal. The examples of performance standards that might be used to assess student achievement are missing or minimal. It is unclear that community members will be involved in the assessment process.</p>

Presents an Exceptional Case	Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<p><b>2c. Civic Responsibility</b> Very clear evidence from the prior years' efforts to improve the students' sense of civic responsibility is presented. There is a very clear description of how the partnership will build on the current initiative to foster all students' sense of civic responsibility. A viable explanation is provided of how student development in civic responsibility will be measured.</p>	<p><b>Civic Responsibility</b> Adequate evidence from the prior years' efforts to improve the students' sense of civic responsibility is presented. There is an adequate description of how the partnership will build on the current initiative to foster all students' sense of civic responsibility. An adequate explanation is provided of how student development in civic responsibility will be measured.</p>	<p><b>Civic Responsibility</b> Limited evidence from the prior years' efforts to improve the students' sense of civic responsibility is presented. There is a limited description of how the partnership will build on the current initiative to foster all students' sense of civic responsibility. A limited explanation is provided of how student development in civic responsibility will be measured.</p>	<p><b>Civic Responsibility</b> Minimal evidence from the prior years' efforts to improve the students' sense of civic responsibility is presented. There is a minimal description of how the partnership will build on the current initiative to foster all students' sense of civic responsibility. A minimal or no explanation is provided of how student development in civic responsibility will be measured.</p>
<p><b>2d. Reflection</b> There is a very detailed clear description of various opportunities that will be provided for youth to reflect on their service experiences. Very clear examples demonstrate that structured time is provided for the students to reflect on their civic engagement.</p>	<p><b>Reflection</b> There is an adequate description of various opportunities that will be provided for youth to reflect on their service experiences. Adequate examples demonstrate that structured time is provided for the students to reflect on their civic engagement.</p>	<p><b>Reflection</b> There is a limited description of the various opportunities that will be provided for youth to reflect on their service experiences. Limited examples demonstrate that structured time is provided for the students to reflect on their civic engagement.</p>	<p><b>Reflection</b> The description of the various opportunities that will be provided for youth to reflect on their service experiences is minimal or missing. Minimal examples demonstrate that structured time is provided for the students to reflect on their civic engagement.</p>
<p><b>2e. High-Quality Service-Learning Outcomes</b> - Very clear and attainable 2003-04 intermediate-outcome indicators for High Quality Service-Learning are described for all areas above (See <b>Form C</b>).</p>	<p><b>High-Quality Service-Learning Outcomes</b> Adequate 2003-04 intermediate-outcome indicators for High Quality Service-Learning are described.</p>	<p><b>High-Quality Service-Learning Outcomes</b> Unclear and / or marginally attainable 2003-04 intermediate-outcome indicators for High Quality Service-Learning are described.</p>	<p><b>High-Quality Service-Learning Outcomes</b> Minimal 2003-04 intermediate-outcome indicators, or none at all, for High Quality Service-Learning are described.</p>

### Section 3: Training and Professional Development

Presents an Exceptional Case	Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<p><b>3a. Survey of Training Needs and Strengths</b> - A very thorough process for identifying participants' and practitioners' needs and strengths for service-learning training and professional development has been conducted. As a result, numerous key areas of need and strength, particularly those related to teaching to the district/state content standards, have been well identified for all stakeholders, including those in nonprofit private schools.</p>	<p><b>Survey of Training Needs and Strengths</b> – An adequate process for identifying participants' and practitioners' needs and strengths for service-learning training and professional development has been conducted. As a result, key areas of need and strength, particularly those related to teaching to the district/state content standards, have been adequately identified for all stakeholders, including those in nonprofit private schools.</p>	<p><b>Survey of Training Needs and Strengths</b> – A limited process for identifying participants' and practitioners' needs and strengths for service-learning training and professional development has been conducted. As a result, some very general areas of need and strength are identified for a limited number of educators and other stakeholders, including those in nonprofit private schools.</p>	<p><b>Survey of Training Needs and Strengths</b> - A minimal process for identifying participants' and practitioners' needs and strengths for service-learning training and professional development has been conducted. As a result, few areas of need and strength are identified for a minimal number of educators and other stakeholders, including those in nonprofit private schools.</p>
<p><b>3b. Training and Professional Development Plan</b> A very clear description of a wide variety of prior professional development activities is provided. A very comprehensive plan for next year, that is based upon the needs assessment is provided on <b>Form C</b>. A clear plan is described that will ensure that teachers will reflect on their service-learning experience. A process to increase, deepen and sustain the commitment of teachers using service-learning as a teaching strategy is evident.</p>	<p><b>Training and Professional Development Plan</b> An adequate description of prior professional development activities is provided. An adequate plan for next year is provided on <b>Form C</b> and is based upon the needs assessment. The plan adequately ensures that teachers will reflect on their service-learning experience. An adequate process to increase, deepen and sustain the commitment of teachers using service-learning as a teaching strategy is evident.</p>	<p><b>Training and Professional Development Plan</b> A limited description of prior professional development activities is provided. A limited plan for next year is provided on <b>Form C</b> and is somewhat based upon the needs assessment. It is unclear how the teachers will reflect on their service-learning experience. A limited process to increase, deepen and sustain the commitment of teachers using service-learning is evident.</p>	<p><b>Training and Professional Development Plan</b> A minimal description of prior professional development activities is provided. A minimal or unclear plan for next year is provided on <b>Form C</b> and may or may not be based upon the needs assessment. It is unclear if the teachers will reflect on their service-learning experience. A minimal process to increase, deepen and sustain the commitment of teachers using service-learning is evident.</p>
<p><b>3c. Collaborative Training Opportunities.</b> There is very convincing evidence that training opportunities are designed in collaboration with community agencies, county offices of higher education, institutions of higher education, private nonprofit schools, and other streams of service. Very convincing evidence shows that events will be linked or integrated into other partnership sponsored professional development.</p>	<p><b>Collaborative Training Opportunities.</b> There is adequate evidence that training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, private nonprofit schools, and other streams of service. Adequate evidence shows that events will be linked or integrated into other partnership sponsored professional development.</p>	<p><b>Collaborative Training Opportunities.</b> There is limited evidence that training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, private nonprofit schools, and other streams of service. There is limited evidence that events will be linked or integrated into other partnership sponsored professional</p>	<p><b>Collaborative Training Opportunities.</b> It is unclear that training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, private nonprofit schools, and other streams of service. There is minimal or no evidence that events will be linked or integrated into other partnership sponsored professional</p>

			development.	development.
<b>3d. Training and Technical Assistance Outcomes (T&amp;TA)</b> Very clear and tangible 2003-04 intermediate-outcome indicators are described for all areas above (See <b>Form C</b> ).	<b>Training and Technical Assistance Outcomes</b> Adequate and reasonable 2003-04 intermediate-outcome indicators are described for all areas above.	<b>Training and Technical Assistance Outcomes</b> Unclear and / or marginally attainable 2003-04 intermediate-outcome indicators are described for all areas above.	<b>Training and Technical Assistance Outcomes</b> Minimal or no 2003-04 intermediate-outcome indicators are described for all areas above.	

#### Section 4. Organizational Design and Leadership Capacity

<b>Presents an Exceptional Case</b>	<b>Presents an Adequate Case</b>	<b>Presents a Limited Case</b>	<b>Presents a Minimal Case</b>
<b>4a. Organizational Design</b> There is very convincing evidence of strong leadership capacity to coordinate this partnership. A detailed description is given of how the operation of the service-learning initiative will be executed. A very clear detailed description of viable staffing strategies to successfully coordinate the service-learning efforts is provided. A clear and viable plan for increasing the number of teachers using service-learning is presented.	<b>Organizational Design</b> There is adequate evidence of viable leadership capacity to coordinate this partnership. An adequate description is given of how the operation of the service-learning initiative will be executed. An adequate description of staffing strategies to coordinate the service-learning efforts is provided. A general plan for increasing the number of teachers using service-learning is presented.	<b>Organizational Design</b> There is limited evidence of the leadership capacity to coordinate this partnership. It is unclear how the operation of the service-learning initiative will be executed. A limited description of strategies to coordinate the service-learning efforts is provided. A limited or unclear plan for increasing the number of teachers using service-learning is presented.	<b>Organizational Design</b> There is no evidence of the leadership capacity to coordinate this partnership. A description of how the operation of the service-learning initiative will be executed is unclear or missing. Unclear or no description of strategies to coordinate the service-learning efforts is provided. A minimal or no plan for increasing the number of teachers using service-learning is presented.
<b>4b. Leadership Capacity</b> The role of the advisory committee is very clearly described and there is convincing evidence that the advisory committee is committed to the partnership becoming fully sustainable by 2006. There is very convincing evidence that all perspectives are reflected on the committee. Convincing evidence of broad-based school district, youth, and community support and participation in the service-learning initiative is provided.	<b>Leadership Capacity</b> The role of the advisory committee is described adequately and there is some evidence that the advisory committee is committed to the partnership becoming sustainable by 2006. There is adequate evidence that most perspectives are reflected on the committee. Adequate evidence of broad-based school district, youth and community support and participation in the service-learning initiative is provided.	<b>Leadership Capacity</b> The role of the advisory committee is briefly described. There is limited evidence that the advisory committee is committed to the partnership becoming sustainable by 2006. Limited perspectives are reflected on the committee. Evidence of broad-based school district, youth and community support and participation in the service-learning initiative is limited.	<b>Leadership Capacity</b> The role of the advisory committee is not explained. There is no evidence that the advisory committee is committed to the partnership becoming sustainable. Few perspectives are reflected on the committee. Evidence of broad-based school district, youth and community support and participation in the service-learning initiative is unclear or missing.



<b>Presents an Exceptional Case</b>	<b>Presents an Adequate Case</b>	<b>Presents a Limited Case</b>	<b>Presents a Minimal Case</b>
<p><b>4c. Links to Other Programs</b> There is a detailed description of ways that already established collaborations will be expanded. There are very clear links to other programs. There is very convincing evidence that the partnership will continue to expand and sustain service-learning by building on other school reform and community initiatives.</p>	<p><b>Links to Other Programs.</b> There is an explanation of ways that already established collaborations will be expanded. Some links to other programs are identified. There is adequate evidence that the partnership will continue to expand and sustain service-learning by building on other school reform and community initiatives.</p>	<p><b>Links to Other Programs</b> There is a brief explanation of ways that current collaborations may be expanded. No links to other programs are identified. There is limited evidence that the partnership will continue to expand and sustain service-learning by building on other school reform and community initiatives.</p>	<p><b>Links to Other Programs</b> There is no indication that current collaborations may be expanded. No new collaborations or links to other programs are identified. There is no evidence that the partnership will continue to expand and sustain service-learning.</p>
<p><b>4d. District/Community Support for Service-Learning.</b> Convincing evidence of broad-based school district and community support and participation in the service-learning initiative is provided. There is a detailed description of ways that school district support will be expanded. There is very convincing evidence that the partnership will continue to expand and sustain service-learning by building on other school and community initiatives. New partners are very clearly identified.</p>	<p><b>District/Community Support for Service-Learning.</b> Adequate evidence of broad-based school district and community support and participation in the service-learning initiative is provided. There is a general explanation of ways that school district support will be expanded. There is adequate evidence that the partnership will continue to expand and sustain service-learning by building on other school and community initiatives. Some new partners are identified.</p>	<p><b>District/Community Support for Service-Learning.</b> Evidence of broad-based school district and community support and participation in the service-learning initiative is limited. There is a brief explanation of ways that current collaborations may be expanded. There is limited evidence that the partnership will continue to expand and sustain service-learning by building on other school and community initiatives. Few new partners are identified.</p>	<p><b>District/Community Support for Service-Learning.</b> Evidence of broad-based school district and community support and participation in the service-learning initiative is missing. No new collaborations are identified. There is minimal or no evidence that the partnership will continue to expand and sustain service-learning.</p>
<p><b>4e. Organizational Design and Leadership Outcomes</b> Very clear and attainable 2003-04 intermediate-outcome indicators for the partnership's organizational design and leadership capacity are described.</p>	<p><b>Organizational Design and Leadership Outcomes</b> Adequate 2003-04 intermediate-outcome indicators for the partnership's organizational design and leadership capacity are described.</p>	<p><b>Organizational Design and Leadership Outcomes</b> Unclear and / or marginally attainable 2003-04 intermediate-outcome indicators for the partnership's organizational design and leadership capacity are described.</p>	<p><b>Organizational Design and Leadership Outcomes</b> Minimal or no 2003-04 intermediate-outcome indicators for the partnership's organizational design and leadership capacity are described.</p>

## Section 5. Resource Development and Public Relations/Recognition Activities

<b>Presents an Exceptional Case</b>	<b>Presents an Adequate Case</b>	<b>Presents a Limited Case</b>	<b>Presents a Minimal Case</b>
<p><b>5a. Funding and Resources</b> A comprehensive school / community funding strategy currently supports the service-learning initiative. Memoranda of Understanding (MOUs) or letters of agreement from all primary partners including all districts, other LEAs and community-based organizations (CBO) in the partnership are provided. These documents clearly provide evidence of the specific cash, in-kind resources and organizational commitments to help reduce reliance on CalServe funding. School district funding resources are clearly identified to help sustain the initiative. Definitive fiscal linkages to other initiatives in the partnership will clearly support sustainability.</p>	<p><b>Funding and Resources</b> A general school / community funding strategy currently supports the service-learning initiative. Memoranda of Understanding (MOUs) or letters of agreement from most of the primary partners including all districts, other LEAs and community-based organizations (CBO) in the partnership are provided. These documents provide adequate evidence of the specific cash, in-kind resources and organizational commitments to help reduce reliance on CalServe funding. School district funding resources are identified to help sustain the initiative. Fiscal linkages to other initiatives in the partnership will somewhat support sustainability.</p>	<p><b>Funding and Resources</b> The school / community funding strategy supports the service-learning initiative in a limited way. Memoranda of Understanding (MOUs) or letters of agreement from the primary partners are limited and provide limited evidence of the specific cash, in-kind resources and organizational commitments to help reduce reliance on CalServe funding. Limited school district funding resources are identified to help sustain the initiative. Limited fiscal linkages to other initiatives in the partnership will not support sustainability.</p>	<p><b>Funding and Resources</b> The school / community funding strategy provides minimal or no support for the service-learning initiative. Memoranda of Understanding (MOUs) or letters of agreement from the primary partners are minimal or absent and provide minimal evidence of the specific cash, in-kind resources and organizational commitments to help reduce reliance on CalServe funding. School district funding resources are minimal and will not help sustain the initiative. Fiscal linkages to other initiatives in the partnership are minimal or unclear.</p>
<p><b>5b. PR/ Recognition Plan - A</b> comprehensive expanded public relations (PR) strategy is presented. Very clearly described recognition activities for all participants (youth and adults from school and community) are presented. Clear, viable strategies to educate local, state and national elected officials about service-learning are presented. Evaluation results from prior years have been clearly used to help promote the initiative.</p>	<p><b>PR/ Recognition Plan - An adequate</b> PR strategy to support the partnership is presented. Recognition activities for nearly all participants (youth and adults from school and community) are described. Adequate strategies to educate local, state and national elected officials about service-learning are presented. Evaluation results from prior years have been generally used to help promote the initiative.</p>	<p><b>PR/ Recognition Plan A limited PR</b> strategy to support the partnership is presented. Recognition activities for a limited number of participants (youth and adults from school and community) are briefly described. Limited strategies to educate local, state and national elected officials about service-learning are presented. Evaluation results from prior years have been used in a limited way to help promote the initiative.</p>	<p><b>PR/ Recognition Plan - Minimal</b> or no PR strategy to support the partnership is presented. Recognition activities for very few participants (youth and adults from school and community) are described. Strategies to educate local, state and national elected officials about service-learning are missing. Evaluation results from prior years have been not been used to help promote the initiative.</p>
<p><b>5c. Resource Development and PR/ Recognition Activities Outcomes-</b> Very clear and attainable 2003-04 intermediate-outcome indicators for resource development and public relations/recognition are described (See <b>Form C</b>).</p>	<p><b>Resource Development and PR/ Recognition Activities Outcomes-</b> Adequate 2003-04 intermediate-outcome indicators for resource development and public relations/recognition are described.</p>	<p><b>Resource Development and PR/ Recognition Activities Outcomes-</b> Unclear and / or marginally attainable 2003-04 intermediate-outcome indicators for resource development and public relations/recognition are described.</p>	<p><b>Resource Development and PR/ Recognition Activities Outcomes-</b> Minimal or no 2003-04 intermediate-outcome indicators for resource development and public relations/ recognition are described.</p>

## Section 6: Program Evaluation, Accountability, and Continuous Program Improvement

Presents an Exceptional Case		Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<b>6a. Local Evaluation Team</b> All members of the local evaluation team are clearly identified and their roles and responsibilities are clearly delineated. The qualifications of each member are listed and are relevant to evaluation oversight.		<b>Local Evaluation Team</b> Some members of the local evaluation team are identified and their roles and responsibilities are delineated. The qualifications of each member may be listed and are relevant to evaluation oversight.	<b>Local Evaluation Team</b> Few members of the local evaluation team are identified and their roles and responsibilities are unclear. Information about qualifications of each member is limited.	<b>Local Evaluation Team</b> Members of the local evaluation team are not identified and roles and responsibilities are missing or minimally described
<b>6b Evaluation of Benefits of Service-Learning on:</b>				
<b>Students:</b> There is a clear, detailed description of the process the partnership will use to collect data about benefits for students. <b>Teachers:</b> There is a clear, detailed description of the process the partnership will use to collect data about benefits for teachers. <b>Schools and Districts:</b> There is a clear, detailed description of the process the partnership will use to collect data about benefits for schools and districts. <b>The Community:</b> There is a clear, detailed description of the process the partnership will use to collect data about benefits for communities.		<b>Students:</b> There is an adequate description of the process the partnership will use to collect data about benefits for students. <b>Teachers:</b> There is an adequate description of the partnership's process to collect data about benefits for teachers. <b>Schools and Districts:</b> There is an adequate description of the partnership's process to collect data about benefits for schools and districts. <b>The Community:</b> There is an adequate description of the partnership's process to collect data about benefits for communities.	<b>Students:</b> There is a limited description of the partnership's process to collect data about benefits for students. <b>Teachers:</b> There is a limited description of the partnership's process to collect data about benefits for teachers. <b>Schools and Districts:</b> There is a limited description of the partnership's process to collect data about benefits for schools and districts. <b>The Community:</b> There is a limited description of the partnership's process to collect data about benefits for communities.	<b>Students:</b> A description of the partnership's process to collect data about students is unclear or missing. <b>Teachers:</b> A description of the partnership's process to collect data about teachers is unclear or missing. <b>Schools and Districts:</b> A description of the partnership's process to collect data about schools and districts is unclear or missing. <b>The Community:</b> No description of the partnership's process to collect data about benefits for communities is provided.
<b>6c. Monitoring Progress</b> There is a very detailed description of how the applicant will monitor the proposed activities and use data to improve the quality and sustainability of the initiative.		<b>Monitoring Progress</b> There is an adequate description of how the applicant will monitor the proposed activities and use data to improve the quality and sustainability of the initiative.	<b>Monitoring</b> There is a limited description of how the applicant will monitor the proposed activities and use data to improve the quality and sustainability of the initiative.	<b>Monitoring Progress</b> There is a minimal or unclear description of how the applicant will monitor the proposed activities and use data to improve the quality and sustainability of the initiative.

Presents an Exceptional Case	Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<p><b>6d. Program Evaluation Plan of Outcomes</b> A very clear program evaluation plan for all outcome indicators is described. The plan describes the use of well-established evaluation techniques and methods of analysis, very clear roles for personnel, and a very clear timeline for activities (See <b>Form E</b>).</p>	<p><b>Program Evaluation Plan of Outcomes</b> An adequate program evaluation plan for most outcome indicators is described. The plan describes the use of adequate evaluation techniques and methods of analysis, adequate roles for personnel, and a timeline for activities.</p>	<p><b>Program Evaluation Plan of Outcomes</b> A limited program evaluation plan for some outcome indicators is described. The plan describes the use of limited evaluation techniques and methods of analysis, limited or unclear roles for personnel, and a limited timeline for activities.</p>	<p><b>Program Evaluation Plan of Outcomes</b> A minimal program evaluation plan, or none at all, for few outcome indicators is described. The plan describes the use of few or no evaluation techniques and methods of analysis, roles for personnel are unclear or missing, and a limited timeline, or none at all, for activities.</p>

#### Section 7: Overall Coherence and Merit

Presents an Exceptional Case	Presents an Adequate Case	Presents a Limited Case	Presents a Minimal Case
<p>The application is very comprehensive and cohesive. The partnership is strong and ready to sustain a districtwide service-learning initiative. It is clear that the needs and interests of all key stakeholders are addressed. The application clearly demonstrates how each part of the program is related to and supportive of the other parts and is focused on achieving the proposed vision and results. There is very strong evidence of commitment and capacity to implement a high quality service-learning initiative as described in this application. The budget very clearly reflects the program and organizational capacity described.</p>	<p>The application is adequate yet cohesive. The partnership appears adequately prepared to take on the challenge of sustaining a districtwide initiative that will benefit most of the key stakeholders. The application adequately demonstrates that many parts of the program are related to and supportive of the others, and is adequately focused on achieving the proposed vision and results. There is adequate evidence of commitment and capacity to implement the service-learning activities described in this application. The budget adequately reflects the program and organizational capacity described.</p>	<p>The application is disjointed. The partnership is prepared in only a limited way to take on the challenge of sustaining a districtwide initiative that will benefit key stakeholders. The application demonstrates that only some parts of the program are related to and supportive of the other and there is limited focus on achieving the proposed vision and results. There is limited evidence of commitment and capacity to implement the service-learning activities described in this application. The budget reflects the program and organizational capacity described in a limited way.</p>	<p>The application is incomplete and lacks cohesion. There is no evidence that the partnership is prepared to take on the challenge of sustaining a districtwide initiative. The application fails to demonstrate how any part of the program is related to and supportive of the other parts. The described activities are not focused on the proposed vision and results. There appears to be little or no commitment or capacity to implement the initiative described in this application. The budget fails to reflect the program and organizational capacity described.</p>

## CalServe Sustainable Partnership 2003-2006 Performance Measures for Accountability

The Corporation for National and Community Service (CNCS), Learn and Serve America (LSA) has taken a strong interest in performance-measured accountability. As such, they will hold grantees (e.g. the California Department of Education, CalServe Initiative) accountable based on our ability to accomplish specific performance measures. These measures are developed by the grantees (CDE and our grantees) and are data driven. Due to this requirement CalServe will require 2003-2006 Sustainable Partnership grantees to develop a system for collecting, organizing and reporting performance data on an ongoing basis.

The CalServe Sustainable RFA has incorporated the use of the CNCS, LSA performance measure accountability system. Performance measures are divided into three kinds of "indicators." Indicators describe a range of products or services and benefits associated with designing, supporting, and implementing service-learning activities.

"Output" indicators describe the quantitative results rather than the resulting benefits of the service-learning project or other related activities. These deliverables are things such as the number of trees planted, books read, students involved or people helped. Output indicators may also describe the number of reflections written, teachers trained or reports written. Applicants will describe their output indicators using **Form D, Participant Output Indicators** and **Form F, Key Community Partners**.

The second kind of indicator is an "outcome" indicator and it describes the resulting benefits of a product or service (output). There are two kinds of outcome indicators: "intermediate"-outcome indicators and "end"-outcome indicators. Intermediate-outcome indicators describe the short-term benefits or changes for participants or beneficiaries, but do not describe the results of the long-term vision of the partnership. Examples of intermediate-outcome indicators might include: knowledge or skills gained, increased satisfaction with teaching, improved school and district support, improved school-community relations, beneficiary satisfaction. Applicants will state the intermediate-outcome indicators they have selected in the Program Narrative, Sections 2-6. End-outcome indicators describe the long-term changes that have occurred for students, schools and the district, and the community. Examples might include: three-year vision achieved, policy implemented with associated benefits reported, community quality of life improved.

Below is an example of output indicators and intermediate outcome indicators performance measures for students, teachers, schools and districts, and the community for Section 2, High-Quality Service-Learning.

<b>Audience</b>	<b>Activities</b>	<b>Output Indicators</b> <i>(Results / Products)</i>	<b>Intermediate-Outcome Indicators</b> <i>(Benefits to Participants and Community)</i>
Students	-Plan and implement Service-learning activities	-Trees planted -Students participating -Presentations made -Tests taken	-Academic knowledge and skills gained -Civic Responsibility and ethic of service gained
Teachers	-Training event held	-Teachers Trained	-Knowledge and skills gained
School and District	-Advisory meetings held -Board presentations made	-Plans developed -Policy approved	-Leadership for service-learning gained -Support for service-learning gained
Community	-Training event held -Support for service activity gained	-Partners trained -Service placements made	-Knowledge gained about service-learning -Community relations improved

## Sample Local Program Evaluation Plan 2003-04

The example below describes how an applicant might evaluate one of the proposed intermediate-outcome indicators for Section 2 of the Program Narrative Guidelines, **High-Quality Service-Learning (2b. Assessing Students' Learning through Service)**. The evaluation of this outcome indicator is based on a cemetery restoration project where students in a high school U.S. History class develop a self-guided tour brochure and do a clean-up of the cemetery. The indicator is evaluated by using data collected through student reflections and the self-guided tour brochure (these resulting products are "outputs"). Using **Form E, Local Program Evaluation Plan**, applicants must provide a similar program evaluation plan for each of the outcome indicators in the five sections of the narrative proposed by the applicant.

<b>Section 2 – High-Quality Service-Learning</b>				
Intermediate-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results)	Personnel	Program Evaluation Process	Timeline
<b>2b. Student Assessment</b> Students will learn the academic and civic content standards being delivered through the service-learning activity. <i>(e.g., History/Social Science 11.1.1.7: Explain how the federal, state, and local governments have responded to demographic and social changes ... and 11.3.1: Describe the contributions of various religious groups to American civic principles and social reform movements.)</i>	Data collection will consist of the production of the student journals from guided reflection questions and of the self-guided tour brochure. Both products will provide the student with an opportunity to demonstrate his/her knowledge of the academic content standards and how the needs of those served have been met.	At least two U.S. History teachers using service-learning	The teacher will assess if the students have learned the academic and civic content standards of the unit by comparing the students' reflection journal and brochure against an assessment rubric. Compile results.	Beginning through end of unit being taught using service-learning.
		Evaluator	The evaluator will conduct focus group interviews with students and teachers and review results of student assessments. Analyze results	Culmination of the unit.
		S-L Coordinator	The coordinator will use the results from the evaluation to inform program implementation related to high-quality service-learning.	As units are completed and results are available.

## 2003 Certifications and Assurances

Required of grantees and subgrantees of the Corporation for National and Community Service

This page identifies the program assurances that are agreed to by the applicant agency and all participants. The Superintendent's or designee's signature on Form A (Application Cover Page for CalServe Grant) signifies acceptance of these assurances.

**(a) Inability to certify**

Your inability to provide the certifications or assurances listed below will not necessarily result in denial of a grant. You must submit an explanation of why you cannot do so. We will consider your explanation in determining whether to enter into this transaction. However, your failure to furnish an explanation will disqualify your application.

**(b) Erroneous certification or assurance**

The certifications and assurances are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the Federal Government, we may terminate this transaction for cause or default.

**(c) Notice of error in certification or assurance**

You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

**(d) Definitions**

The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded" as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a "prospective primary participant in a covered transaction" as defined in the rules implementing Executive Order 12549. You may contact the Corporation for National and Community Service for assistance in obtaining a copy of those regulations. The telephone number in Washington, D.C. is (202) 606-5000.

**(e) Certification requirement for subgrant agreements**

You agree by submitting this proposal that if we approve your application you shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by us.

**(f) Certification inclusion in subgrant agreements**

You agree by submitting this proposal that you will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions," provided by us, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

**(g) Certification of subgrant principals**

You may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the certification is erroneous. You may decide the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

**(h) Non-certification in subgrant agreements**

If you knowingly enter into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, we may terminate this transaction for cause or default.

**(i) Prudent person standard**

Nothing contained in the foregoing may be construed to require establishment of a system of records in order to render in good faith the certifications and assurances required. Your knowledge and information is

not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

## Certifications

### **Certification – Debarment, Suspension, and Other Responsibility Matters**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, *Participants' responsibilities*.

Neither the applicant nor its principals:

- Is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
- Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
- Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and
- Has not, within a three-year period preceding this application, had one or more public transactions (Federal, State or local) terminated for cause or default;

If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

### **Certification—Drug-Free Workplace**

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

The grantee will provide a drug-free workplace by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about—
  - The dangers of drug abuse in the workplace,
  - The grantee's policy of maintaining a drug-free workplace.
  - Any available drug counseling, rehabilitation, and employee assistance programs, and



- The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will:
- Abide by the terms of the statement; and
  - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;
- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted—
- Taking appropriate personnel action against such an employee, up to and including termination; or
  - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

#### **Certification – Lobbying Activities**

- No Federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any Federal contract, the making of any Federal loan, the entering into of any cooperative agreement, or modification of any Federal contract, grant, loan, or cooperative agreement;
- If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

## Assurances

The applicant:

- Has the legal authority to apply for Federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
- Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability; (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.

- Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16U.S.C. 469a-1 et seq.).
- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- Will keep such records and provide such information to us with respect to the program as may be required for fiscal audits and program evaluation.
- Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- Will develop an age-appropriate learning component for participants in the program that includes a chance for participants to analyze and apply their service experiences.
- Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
- Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.

- Will, prior to the placement of a participant, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by the program, to prevent the displacement and protect the rights of those employees.
- Will comply with the nondisplacement rules found in § 177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties, (2) will supplant the hiring of employed workers, (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.
- Will comply with the ineligible service provisions found in section 132 of the Act. Specifically a program may not use assistance or any approved national service position to perform service that provides direct benefit to any: (1) business organized for profit; (2) labor union; (3) partisan political organization; (4) organization engaged in religious activities (unless such service does not involve the use of assistance or participants to give religious instruction, conduct worship services, provide instruction as part of a program that includes mandatory religious education or worship, construct or operate facilities devoted to religious instruction or worship, or engage in any form of proselytization); or (5) nonprofit organization that fails to comply with the restrictions contained in section 501 (c) (3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)). However, the provisions of section 132 of the Act shall not be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative.

## **Application Completion Checklist**

Use this checklist to ensure that your application is complete, is compiled in the required order, and includes all of the required forms and attachments.

1. \_\_\_\_ Signed Application Cover Page for CalServe Grant (Form A)
2. \_\_\_\_ 100-word program abstract consistent with guidelines
3. \_\_\_\_ Budget Page (Form B)
4. \_\_\_\_ Budget Narrative (Form B - up to three single-sided, single-spaced 8.5" by 11" pages)
5. \_\_\_\_ Summary of Key Activities and Output Indicators (Form C)
6. \_\_\_\_ Participant Output Indicators (Form D)
7. \_\_\_\_ Local Evaluation Plan (Form E)
8. \_\_\_\_ Key Community Partners (Form F)
9. \_\_\_\_ Program Narrative (no more than 20 double-spaced pages)
10. \_\_\_\_ Memorandum of Understanding from each Sponsoring Partner (must include at least one community or faith-based organization)
11. \_\_\_\_ Supporting documentation (five page limit)

Please submit a signed original and three copies of your application and required attachments.

**This checklist is for the applicant's use.  
Please do not submit it with your application.**